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ABSTRACT

Guidance Oriented Acquisition of Learning Skills (Project GOALS) was a federally-funded project in three Brooklyn (New York) high schools in its fourth year of operation in 1992-93. It served 312 limited-English-proficient and 57 English-proficient students through instruction in English as a Second Language (ESL), native language arts (NLA) in Mandarin Chinese, Russian, and Spanish, mathematics, science, social studies, and career and vocational subjects. Staff development was an additional project component. The project met its goals for English language skills and English reading achievement, NLA, mathematics, science, social studies, vocational education, career awareness, employment-related courses, and dropout prevention. It also partially met its attendance objective. The major recommendation for program improvement was continuation of successful efforts to improve attendance at one site. (MSE)

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ED 370 405

OREA Report

Guidance Oriented Acquisition of Learning Skills
(Project GOALS)
Transitional Bilingual Education Grant T003A90123
FINAL EVALUATION REPORT
1992-93

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Guidance Oriented Acquisition of Learning Skills
(Project GOALS)
Transitional Bilingual Education Grant T003A90123
FINAL EVALUATION REPORT
1992-93

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EXECUTIVE SUMMARY

Guidance Oriented Acquisition of Learning Skills (Project GOALS) was an Elementary and Secondary Education Act (E.S.E.A.) Title VII-funded project in its fourth year of operation at Edward R. Murrow, James Madison, and South Shore High Schools in Brooklyn. In the year under review, 1992-93, Project GOALS served 312 limited English proficient (LEP) and 57 English proficient (EP). This represented a decrease of 68 students over the previous year. Participating students received instruction in English as a second language (E.S.L.); Chinese (Mandarin), Russian, and Spanish native language arts (N.L.A.); the content areas of mathematics, science, and social studies; and career/vocational subjects.

Teachers of participating students had the opportunity to attend bimonthly staff development meetings. The project also reimbursed tuition for staff members taking courses at the college level.

Project GOALS met its objectives for English language skills; English reading achievement; N.L.A.; the content areas of mathematics, science, and social studies; and vocational education, career awareness, and employment-related courses. The project also met its dropout prevention objective and partially met its attendance objective.

The conclusions, based on the findings of this evaluation, lead to the following recommendation:

- Continue the successful efforts begun last year to improve attendance at Edward R. Murrow High School.

ACKNOWLEDGEMENTS

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I. INTRODUCTION

This report documents the Office of Research, Evaluation, and Assessment's (OREA's) evaluation of the Elementary and Secondary Education Act (E.S.E.A.) Title VII-funded project, Guidance Oriented Acquisition of Learning Skills (Project GOALS).

PROJECT CONTEXT

The program operated at three neighboring high schools in Brooklyn: Edward R. Murrow, James Madison, and South Shore High Schools. The population of the community surrounding Edward R. Murrow High School was predominantly middle- and low-income European-American, Asian-American, and African-American. The population of the community surrounding James Madison High School was similar, except that there were more middle-income families. The population of the community surrounding South Shore High School was mostly African-American, with some European-Americans. It was comprised mostly of middle-income families, with some pockets of poverty and wealth.

In 1991-92, the last year for which demographic data were available for all sites, the populations of the participating high schools reflected the population in the surrounding communities. Of the 3,409 students registered at Edward R. Murrow High School, 46 percent were European-American, 24 percent were African-American, 16 percent were Latino, and 14 percent were Asian-American. Eleven percent of these students were of limited English proficiency (LEP). Twenty-two percent came from low-income families. Of the 2,846 students who attended James Madison High School, 48 percent were European-American, 31 percent were African-American, 12 percent were

Latino, and 9 percent were Asian-American. Fifteen percent of these students were LEP, and 25 percent came from low-income families. Of the 3,216 students registered at South Shore High School, 47 percent were African-American, 43 percent were European-American, 7 percent were Latino, and 3 percent were Asian-American. Nine percent of these students were LEP, and 20 percent came from low-income families.

James Madison High School was housed in an older building that dated to 1925. Edward R. Murrow High School and South Shore High School were housed in new buildings constructed in the 1970s. At both sites visited by the OREA consultant, classrooms were spacious and well-furnished. Student work, maps, and multicultural posters were prominently displayed. Computers were available and appeared to be used efficiently by the students.

STUDENT CHARACTERISTICS

Project GOALS served 369 ninth through twelfth grade students with a wide variety of native languages. (See Tables 1 and 2.) Three hundred and twelve students were of limited English proficiency, determined by scores at or below the 40th percentile on the Language Assessment Battery (LAB). The 57 students with scores above this percentile were considered English proficient (EP). Considerations for admission to the project were risk of dropping out of school, as determined by reviews of student records, and willingness to participate, which was determined both by personal interviews and the written permission of parents.

TABLE 1

Number of Students in Project GOALS, by Site and Grade

Site	Grade				Total
	9	10	11	12	
Edward R. Murrow High School	28	38	39	26	131
James Madison High School	47	25	48	20	140
South Shore High School	13	27	40	18	98

TABLE 2

Students' Native Languages

Language	Number of Students
Chinese—Cantonese	86
Russian	75
Spanish	71
Haitian	42
Korean	19
Polish	12
Hebrew	9
Urdu	8
Arabic	6
Chinese—Mandarin	6
Turkish	6
Vietnamese	5
Chinese—Other	3
Other	16
Unreported	5
Total	369

Male students numbered 186 (50.4 percent) and female 183 (49.6 percent). One hundred and eighty (48.8 percent) of the participants came from low-income families and were eligible for the free-lunch program. Many project students worked after school to supplement family income. Students from urban areas in their native countries were better prepared academically and tended to perform better in native language arts than their peers from rural settings.

Needs Assessment

Before instituting this project, the participating high schools conducted a needs assessment of the targeted students and their families as well as of the educational staff who were to serve them. The data obtained from this study indicated two primary needs: (1) to provide LEP students with intensive English and native language skills, as well as support services to improve school performance and prevent dropout, and (2) to provide employment-related instruction to improve students' chances of success upon graduation.

Students were continually assessed in mathematics and science. Also, a social assessment of students was conducted by the guidance counselor to determine if family or other problems existed that affected performance.

TABLE 3

Students' Countries of Origin

Country	Number of Students
China	80
Russia	73
Haiti	43
Korea	19
Dominican Republic	14
Hong Kong	14
Mexico	13
Poland	12
Israel	10
Pakistan	9
Ecuador	9
El Salvador	7
Colombia	6
Vietnam	6
Puerto Rico	5
Venezuela	5
Turkey	5
Other	33
Unreported	6
Total	369

PROJECT OBJECTIVES

Student Objectives

- Participating students will master English language skills as shown by an average gain of five N.C.E.s on the LAB.
- As a result of participating in the program, English proficient students will show a gain of one N.C.E. in English reading achievement.
- At least 70 percent of the participating students enrolled in N.L.A. instruction will score at or above the passing criterion of 65.
- Participating students will score at or above the passing criterion of 65 in mathematics at a rate that is equal to or greater than that of similar non-program students.
- Participating students will score at or above the passing criterion of 65 in social studies and science at a rate that is equal to or greater than that of similar non-program students.
- At least 70 percent of the students enrolled in vocational education, career awareness, and employment-related courses will score at or above the passing criterion of 65.
- Participating students will have a lower dropout rate ($p<.05$) than similar non-program students.
- Participating students' attendance will be significantly higher ($p<.05$) than mainstream students'.

PROJECT IMPLEMENTATION

During the 1992-93 school year, Project GOALS provided instructional and support services to 369 students and their families. The project aimed to promote the acquisition of English language and content area skills and prepare the students vocationally.

Project GOALS offered orientation to parents of new project students and college and career advisement to parents and graduating students. The project also provided staff development activities and reimbursement to staff for college credits.

Materials, Methods, and Techniques

Project GOALS offered English as a second language (E.S.L.) at beginning, intermediate, advanced, and transitional levels at all three project sites and N.L.A. at two of the three sites. At Edward R. Murrow High School, N.L.A. was offered in both Mandarin and Spanish at the advanced and advanced placement levels and at James Madison High School, N.L.A. was offered in Russian at the advanced level and in Spanish at the advanced placement level.

The project stressed bilingual instructional methodologies in the content areas. At Edward R. Murrow High School, Spanish or Mandarin was used for teaching the content area courses in the fall, and, as the year progressed, English supplemented by the native language was used in accordance with the developing language skills of the students. English with an E.S.L. methodology was used to teach word processing. At James Madison High School, Russian was used to teach some sections of social studies, and an E.S.L. methodology was used to teach science, social studies, health education, and secretarial studies. At South Shore High School, E.S.L. methodologies were used exclusively.

In content area classes, teachers of participating students used a wide array of strategies and techniques, such as cooperative learning; video; peer tutoring by bilingual college students and bilingual seniors; visual aids such as maps, models,

and pictures; and hands-on projects. The project incorporated a business unit into its E.S.L. curricula in order to familiarize project students with job-skills vocabulary. The unit included business mathematics as well as orientation to the responsibilities of the work world.

During the 1992-93 school year, Project GOALS adapted a content-based transitional E.S.L. curriculum which incorporated a multicultural emphasis on history, literature, and science, particularly environmental science. This curriculum was expected to help students develop language ability more quickly.

The project provided a variety of written instructional materials and computer software programs to supplement classroom instruction.

For a list of instructional materials used in the project, please see Appendix A.

Capacity Building

Project GOALS planned to use 20 percent more tax-levy funds to support 60 percent of the cost of two staff members and 60 percent of the cost of a guidance counselor at Edward R. Murrow High School.

Staff Qualifications

Title VII staff. These were a bilingual guidance counselor, guidance counselor, teacher/grade advisor, educational assistant, and an administrative assistant. For degrees and language proficiencies (teaching or communicative*) see Table 4.

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*Teaching proficiency (TP) is defined as the ability to use LEP students' native language in teaching language arts or other academic subjects. Communicative proficiency (CP) is defined as a non-native speaker's basic ability to communicate and interact with students in their native language.

TABLE 4

Project Staff Qualifications

Position Title	Degree(s)	Language Proficiency
Bilingual guidance counselor	M.A., M.S.	Italian (TP) French (TP) Spanish (CP)
Guidance counselor	M.S.	French (TP)
Teacher/grade advisor	M.S.	Spanish (TP)
Educational assistant	H.S. diploma	Russian (CP) Haitian (CP) French (CP)
Administrative assistant	H.S. diploma	French (CP)

The bilingual guidance counselor, guidance counselor, and teacher/grade advisor were each responsible for coordinating the project at one of the three sites. These staff members also had other responsibilities. The bilingual guidance counselor augmented guidance services and acted as liaison for all sites. The second guidance counselor worked with project students. The teacher/grade advisor also instructed and advised project students. The educational assistant helped students in the classroom and translated for other staff as necessary in their interactions with the parents of participants. The administrative assistant coordinated project reports, processed orders, and performed secretarial functions.

Other staff. Tax-levy funds paid the salaries of the project director, 52 teachers, 10 educational assistants, two assistant principals, and a guidance

counselor. For language proficiencies, certifications, and degrees held, please see Table 5. Thirty-two of the teachers had training in either bilingual education or E.S.L. Forty-eight teachers held high school certification in the subject area they taught. Two teachers were certified to teach high school Russian but taught E.S.L. as well as N.L.A. and bilingual social studies. One teacher was certified to teach swimming but taught health education and content area courses. Another teacher held ancillary E.S.L. certification but taught Spanish.

TABLE 5

Qualifications of Staff Not Funded by Title VII

Position	Degree/s	Certification	Language Proficiencies
Project director (1)	M.S.	N.A.	Spanish (TP) French (TP)
Teachers (52)	Ph.D. (2) M.A./M.S. (42) A.A. (1) B.A./ B.S. (7)	E.S.L. (20), Russian (3), Italian (2), Spanish (6), Chinese (1), English (4), physical science (2), biology (2), general science (2), physics (1), mathematics (2), social studies (11), secretarial studies (3), swimming (1)	French (1 TP, 1 CP) Haitian (1 TP) Italian (2 TP) Russian (6 TP) Hebrew (1 TP) Spanish (14 TP, 2 CP) Latin (1 TP) Cantonese (2 TP) Mandarin (2 TP)
Assistant principals (2)	M.A. (2)	E.S.L., foreign languages	Spanish (2 TP) Hebrew (1 TP) French (1 TP)
Educational assistants (10)	M.A. (1) A.A. (1) H.S. diplomas (8)	N.A.	Russian (3 TP, 1 CP) Haitian (1 CP) Cantonese (1 TP) Mandarin (1 TP) Spanish (1 TP)
Guidance counselor	M.A.	guidance, bilingual Russian	Russian (CP)

Staff development. Teachers received tuition assistance toward courses in E.S.L. or bilingual education. Teachers of participating students participated in a series of monthly and/or weekly workshops which focused on E.S.L. and bilingual content area curriculum strategies and instruction, writing (including computer-assisted writing), and LAB testing. Additionally, project staff attended national curriculum development and bilingual education conferences.

Instructional Time Spent on Particular Tasks

See Appendix B for class schedules.

Length of Time Participants Received Instruction

Students had a mean of 7.5 years (s.d.=1.5) of education in a non-English-speaking school system and 2.9 years (s.d.=1.4) of education in the United States. The median time students participated in Project GOALS was 20 months.

Activities to Improve Pre-referral Evaluation Procedures

Teachers checked the medical history and available school records of those students thought to be in need of special education and made referrals to the School-Based Support Team (S.B.S.T.) for further evaluation as necessary. The S.B.S.T. had no members who were bilingual in the native languages of project students; other staff translated as necessary.

Teacher judgment and course grades identified gifted and talented students.

Instructional Services for Students with Special Needs

The project offered remedial instruction in mathematics and organized peer tutoring sessions both in and out of the classroom. Students exhibiting aptitude in a

particular area were mainstreamed to appropriate honor classes. College advisement and information regarding special opportunities were made available to students on an ongoing basis.

PARENT AND COMMUNITY INVOLVEMENT ACTIVITIES

The project sponsored a variety of parental involvement activities that included workshops, field trips, and parent/teacher conferences.

II. EVALUATION METHODOLOGY

EVALUATION DESIGN

Project Group's Educational Progress as Compared to That of an Appropriate Non-Project Group

OREA used a gap reduction design to evaluate the effect of language instruction on project students' performance on standardized tests. Because of the difficulty in finding a valid comparison group, OREA used instead the groups on which the tests were normed. Test scores are reported in Normal Curve Equivalents (N.C.E.s), which are normalized standard scores with a mean of 50 and a standard deviation of 21.1. It is assumed that the norm group has a zero gain in N.C.E.s in the absence of supplementary instruction and that participating students' gains are attributable to project services.

Applicability of Conclusions to All Persons Served by Project

Data were collected from all participating students for whom there were pre- and posttest scores. (There were no pretest data on students who entered the program late; therefore, posttest data for them will serve as pretest data for the following year.) Instruments used to measure educational progress were appropriate for the students involved. The LAB and Degrees of Reading Power (D.R.P.) are used throughout New York City to assess the growth of English, and English reading skills in populations similar to those served by Project GOALS.

INSTRUMENTS OF MEASUREMENT

OREA compared pre- and posttest scores on the LAB and the D.R.P. to assess the E.S.L. objectives. The N.L.A. objective and the content area objectives in mathematics, science, social studies, and vocational education were assessed through course grades, as specified.

All students were tested at the appropriate grade level. The language of the LAB and the D.R.P. was determined by the test itself.

According to the publishers' test manuals, all standardized tests used to gauge project students' progress are valid and reliable. Evidence supporting both content and construct validity is available for the LAB. Content validity is confirmed by an item-objective match and includes grade-by-grade item difficulties, correlations between subtests, and the relationship between the performance of students who are native speakers of English and students who are LEP. To support reliability, the Kuder-Richardson Formula 20 (KR20) coefficients and standard errors of measurement (SEM) are reported by grade and by form for each subtest and total test. Grade reliability coefficients, based on the performance of LEP students on the English version, ranged from .88 to .96 for individual subtests and from .95 to .98 for the total test.

Evidence is available to support the validity of the D.R.P. The D.R.P. is an objective-referenced test, with the single outcome objective being the comprehension of expository English text. Criterion validity of the D.R.P. is demonstrated by the presence of a correlation (r=.90) with results from a criterion-referenced instrument,

the Word Completion Test. To support reliability, the KR20 coefficients and SEM are reported by grade. Reliability coefficients ranged from .91 to .97 for students in the second through the tenth grade; the SEM ranged from 2.6 to 3.8 raw score units.

DATA COLLECTION AND ANALYSIS

Data Collection

To gather qualitative data, an OREA evaluation consultant carried out on-site and telephone interviews with the project director several times during the school year and also observed two classes each at Edward R. Murrow and South Shore High Schools. The project evaluator collected the data and prepared the final evaluation report in accordance with the New York State E.S.E.A. Title VII Bilingual Education Final Evaluation Report format, which was adapted from a checklist developed by the staff of the Evaluation Assistance Center (EAC) East in consultation with the Office of Bilingual Education and Minority Language Affairs (OBEMLA).

Proper Administration of Instruments

Qualified personnel received training in testing procedures and administered the tests. Test administrators followed guidelines set forth in the manuals accompanying standardized tests. Time limits for subtests were adhered to; directions were given exactly as presented in the manual.

Testing at Twelve-Month Intervals

Standardized tests were given at 12-month intervals, following published norming dates.

Data Analysis

Accurate scoring and transcription of results. Scoring, score conversions, and data processing were accomplished electronically by the Scan Center of the Board of Education of the City of New York. Data provided by the Scan Center were analyzed in the Bilingual, Multicultural, and Early Childhood Evaluation Unit of OREA. Data collectors, processors, and analysts were unbiased and had no vested interest in the success of the project.

Use of analyses and reporting procedures appropriate for obtained data. To assess the significance of students' achievement in English, OREA computed a correlated *t*-test on the LAB and D.R.P. N.C.E. scores. The *t*-test determined whether the difference between the pre- and posttest scores was significantly greater than would be expected from chance variation alone.

The only possible threat to the validity of any of the above instruments might be that LAB norms were based on the performance of English proficient (EP) rather than LEP students. Since OREA was examining gains, however, this threat was inconsequential—the choice of norming groups should not affect the existence of gains.

III. FINDINGS

PARTICIPANTS' EDUCATIONAL PROGRESS

Project GOALS carried out all instructional activities specified in its original design.

Participants' Progress in English

Throughout the school year, students had ample opportunity to develop their English language skills.

The OREA evaluation consultant visited a transitional E.S.L. class of 18 project students at South Shore High School. The spacious and clean classroom was decorated with posters on multicultural themes and maps of world regions. The class was working on a unit about Native Americans as part of a pilot curriculum called "In Transition," which was content-based and aimed to develop the academic language abilities of LEP students more quickly. The lesson combined teacher-directed and cooperative-learning patterns. The instructional method combined whole-language and content-based approaches. After listening to the teacher read a Native American poem, students divided into four mixed-ability groups. Each group took a section of the poem, practiced reading the stanzas, and finally recited them in turn to the rest of the class. The students appeared enthusiastic and highly motivated.

At South Shore High School, the OREA evaluation consultant observed an advanced E.S.L. business unit class of 16 project students. The goal of this unit was to enhance students' job-skills by concentrating on work-related vocabulary, pronunciation, and business mathematics. Study skills and job-related expectations

and responsibilities were stressed. The lesson was teacher-directed and combined whole language and content-based instructional methods. The class read aloud from a teacher-made handout and reviewed their notes on inventories, job fields, interviewing skills, occupations, and interpreting bar and pie graphs.

At Edward R. Murrow High School, the OREA evaluation consultant observed an advanced E.S.L. class of 24 students. The class was divided in half and alternated lab and classroom instruction. The rooms were spacious, clean, well-lit, and well-ventilated. Each room had new desks and chairs. The lab section held 20 computers and four printers. Students in the lab used the software program "Learning 100" to practice sentence structure, play word games, and compose essays and poems. The computer automatically recorded scores, which allowed students to progress to higher levels of instruction at their own pace. In the classroom section, the teacher-directed instruction focused on building and reinforcing vocabulary related to transportation, landscape, and architecture. The teacher used the whole language approach and total physical response to enable students to "see" and "feel" concepts related to their environment. A paraprofessional assisted a student with a physical disability.

There were two evaluation objectives for E.S.L., one for LEP students and one for EP students:

- Participating students will master English language skills as shown by an average gain of five N.C.E.s on the LAB.

There were complete pre- and posttest scores on the LAB for 248 students from grades nine through twelve. (See Table 6.) Gains for these students

TABLE 6

Pretest/Posttest N.C.E. Differences on the
Language Assessment Battery (LAB), by Site

High School	Number of students for whom data were available	Pretest		Posttest		Difference		*t* value
		Mean	S.D.	Mean	S.D.	Mean	S.D.	
Edward R. Murrow	94	21.2	11.3	32.0	18.7	10.8	14.8	7.06*
James Madison	77	16.3	14.1	32.4	18.3	16.1	14.6	9.66*
South Shore	77	16.3	12.2	25.2	14.4	8.9	9.2	8.54*
Total	248	18.2	12.7	30.0	17.6	11.8	13.5	13.80*

*$p < .05$

- Participants made significant increases at all sites.

(11.8 N.C.E.s) were statistically significant and were more than the previous year's 8.8 N.C.E.s.

The project met its English language skills objective, as it had in the previous year.

- As a result of participating in the program, English proficient students will show a gain of one N.C.E. in English reading achievement.

There were complete pre- and posttest scores on the Degrees of Reading Power (D.R.P.) test for 41 EP students in grades nine and ten. (See Table 7.) The overall gain (6.02 N.C.E.s) for reported students was statistically significant and was more than that of the previous year (3.1 N.C.E.s).

The project met its English reading achievement objective, as it had in the previous year.

Participants' Progress in Native Language Arts

The evaluation objective for N.L.A. was:

- At least 70 percent of the participating students enrolled in native language instruction will score at or above the passing criterion of 65.

At least 75.9 percent of students in each language group passed N.L.A. both semesters. (See Table 8.)

Project GOALS met its native language arts objective, as it had in the previous year.

TABLE 7

Pretest/Posttest N.C.E. Differences on the
Degrees of Reading Power (D.R.P.), by Site

High School	Number of EP students for whom data were available	Pretest		Posttest		Difference		*t* value
		Mean	S.D.	Mean	S.D.	Mean	S.D.	
Edward R. Murrow	38	27.9	10.6	36.2	14.2	8.3	8.8	5.84*
James Madison	0	---	---	---	---	---	---	---
South Shore	3	30.3	14.8	39	12.2	8.7	12.2	1.23
Total	41	28.0	10.8	36.4	13.9	8.3	8.9	6.02*

*$p<.05$

- Overall, students had posttest gains far greater than the objective of one N.C.E.

TABLE 8

Passing Grades in Native Language Arts, by Language

Language	Fall		Spring	
	Number Enrolled	Percent Passing	Number Enrolled	Percent Passing
Mandarin	34	91.2	32	96.9
Russian	16	100.0	8	100.0
Spanish	37	86.5	29	75.9

- Passing rates were above the projected 70 percent for all language groups.

Participants' Academic Achievement

At Edward R. Murrow High School, content area classes were taught in Spanish and Mandarin in the fall; teachers progressed to English supplemented by the native language in the spring, as students developed their English language skills. Word processing instruction was in English using E.S.L. techniques for the entire year. At James Madison High School, English was supplemented by Russian in the content areas. At South Shore High School, content area courses were taught in English with E.S.L. techniques. Teachers at all three sites used a wide array of strategies and techniques, particularly cooperative learning; video; peer tutoring by bilingual college students and seniors; visual aids such as maps, models, and pictures; and hands-on projects.

An OREA evaluation consultant visited a tenth grade biology class of 14 Spanish-speaking students at Edward R. Murrow High School. The classroom was

spacious, well-lit, and clean, although the acoustics were adversely affected by the passing of nearby subway trains. The teacher presented a lesson on heredity with an overhead projector as a visual aid. English with occasional recourse to Spanish was used to clarify and reinforce scientific concepts. Students were actively involved in the lesson and used both English and Spanish to ask questions and volunteer responses.

The project proposed several content area objectives:

- Participating students will score at or above the passing criterion of 65 in mathematics at a rate that is equal to or greater than that of similar non-program students.

At Edward R. Murrow High School, 83.1 percent of participating students received passing grades in mathematics as opposed to 75.7 percent of non-program students. At James Madison High School, 75.7 percent of participating students received passing grades in mathematics as compared with 62 percent of non-program students. At South Shore High School, 83.8 percent of participating students received passing grades in mathematics as compared with 69.3 percent of non-program students.

The project met its mathematics objective. OREA was unable to evaluate the mathematics objective in the previous year.

- Participating students will score at or above the passing criterion of 65 in social studies and science at a rate that is equal to or greater than that of similar non-program students.

At Edward R. Murrow High School, 87.8 percent of participating students received passing grades in social studies and 84.2 percent in science as compared

with 79.7 percent in social studies and 80.8 percent in science for non-program students. At James Madison High School, 85.6 percent of participating students received passing grades in social studies and 89.0 percent in science as compared with 74.2 percent in social studies and 74.8 percent in science for non-program students. At South Shore High School, 86.0 percent of participating students received passing grades in social studies and 79.4 percent in science as compared with 82.4 percent in social studies and 75.4 percent in science for non-program students.

The project met it social studies and science objective. OREA was unable to evaluate the social studies and science objective in the previous year.

- At least 70 percent of the students enrolled in vocational education, career awareness, and employment-related courses will score at or above the passing criterion of 65.

Over 90 percent (93.4) of participating students enrolled in vocational education, career awareness (computers), and employment-related courses (keyboarding) received passing grades. (See Table 9.)

The project met its objective for vocational education, career awareness, and employment-related courses. The project partially met this objective in the previous year.

TABLE 9

Passing Grades in Vocational Courses, by Site

Project Site	Content Area	Fall 1992		Spring 1993	
		Number of students for whom data were reported	Percent Passing	Number of students for whom data were reported	Percent Passing
Edward R. Murrow H.S.	Vocational Education	18	88.9	17	94.1
	Computers	4	75.0	n/a	n/a
	Keyboarding	52	94.2	47	97.9
James Madison High School	Vocational Education	22	95.5	26	88.5
	Computers	17	100.0	17	82.4
	Keyboarding	6	83.3	10	90.0
South Shore High School	Vocational Education	40	92.5	25	100.0
	Computers	5	80.0	5	100.0
	Keyboarding	6	100.0	5	100.0

- In both semesters, at least 75 percent of participating students at all sites passed their vocational courses.

FORMER PARTICIPANTS' PROGRESS IN ENGLISH LANGUAGE CLASSROOMS

Nine students (2.1 percent of participants) were mainstreamed at the end of the last school year. Their subsequent performance was monitored by Project GOALS. In the fall semester, seven students enrolled in mainstream classes in English, six in mathematics, six in science, seven in social studies, one in computers, and three in a business vocational course. In the spring semester, six students enrolled in mainstream classes in English, four in mathematics, six in science, six in social studies, two in computers, and one in a business vocational course. All students passed.

OVERALL EDUCATIONAL PROGRESS ACHIEVED THROUGH PROJECT

Educational Field Trips

Project GOALS provided field trips for participants to acquaint them with various aspects of life in the United States. These trips included visits to the Statue of Liberty, the Immigrant Museum on Ellis Island, the Tenement Museum on the Lower East Side of Manhattan, the Museum of the Moving Image, and Chinatown.

Cultural Pride

Multicultural education was an integral part of the curriculum and aimed to instill in each student pride in his or her own culture as well as sensitivity to other cultures. Project students from the three sites competed in Russian, Korean, Haitian, Chinese, and E.S.L. in the Bilingual Oratory Olympics in Brooklyn during March and April 1993. Project students also participated in a variety of other multicultural activities, including cultural fairs and performances, native language contests, and the publication of native language magazines.

Grade Retention

Project GOALS did not propose any objectives for grade retention. Twenty-six participating students (7.0 percent) were retained in grade at the end of the school year under review. This represented a decrease over the previous year, when 43 project students (9.8 percent) were retained in grade. The improved rate was probably due to the support services offered by Project GOALS, such as tutoring.

Dropout Prevention

Project GOALS proposed the following dropout prevention objective:

- Participating students will have a lower dropout rate ($p<.05$) than similar non-program students.

The dropout rate for project students at Edward R. Murrow High School was 1.5 percent. The schoolwide dropout rate was 1.6 percent. No project students dropped out at either James Madison or South Shore High Schools, compared with schoolwide dropout rates of 3.2 percent and 3.6 percent, respectively.

The overall dropout rate for project students was 0.5 percent, 2.3 percent lower than the overall rate of 2.8 percent for non-program students.

Project GOALS met its objective for dropout prevention. The project partially met this objective in the previous year.

Attendance

The project had one attendance objective:

- Participating students' attendance will be significantly higher ($p<.05$) than mainstream students'.

To meet this objective, project staff met to discuss the problems of student

achievement and social development; held advisory sessions with students; communicated with parents through phone calls, letters, and interviews; supervised peer tutoring to address academic weaknesses, referred students to Arista's peer tutoring program and private tutors; and assigned students an attendance card which required the signatures of all subject teachers each day and of parents each week.

The attendance rate for project students at Edward R. Murrow High School was 88.6 percent, based on 126 students, while the schoolwide attendance rate was 89.4 percent. The attendance rate for project students at James Madison High School was 91.6 percent, based on 128 students, as compared to a schoolwide attendance rate of 89.5 percent. At South Shore High School, the attendance rate for project students was 94.1 percent, based on 97 students, and the schoolwide attendance rate was 83.9 percent. (See Table 10.)

TABLE 10

Attendance Rates, by Site

High School	Attendance Rates	
	Project Students	Schoolwide
Edward R. Murrow	88.6	89.4
James Madison	91.6	89.6
South Shore	94.1	83.9

At both James Madison and South Shore High Schools, project students' attendance rates were appreciably higher than those of mainstream students. While the attendance rate of project students at Edward R. Murrow High School was slightly lower than that of mainstream students, attendance was higher this year than last, and the difference between project and mainstream students' attendance rates was smaller.

The project partially met its attendance objective, as in the previous year.

Placement in Gifted and Talented Programs

All three high schools offered honor classes for gifted and talented students including project students. College advisement and information regarding special opportunities were also made available.

No project students were placed in a program for the gifted and talented.

Enrollment in Post-secondary Education Institutions

Thirty-six graduating seniors indicated that they would be enrolling in post-secondary educational institutions in the year under review. The project offered college and career advisement to participating students and their parents.

CASE HISTORIES

S. was a 20-year-old twelfth grader about to graduate. He had emigrated to the United States from Poland in 1987. When he enrolled in Project GOALS in 1988, he lacked any English language skills. His skills in his native language were weak, and he failed the R.C.T. in Polish twice. He also failed E.S.L. and content area courses. The guidance counselor attempted but failed to enlist the support of the

student's brother and other family members in motivating the student, because the family's primary concern was that the student contribute financially. The guidance counselor felt it was important that the student not get discouraged and, with the assistance of an interpreter and a Russian teacher who spoke some Polish, organized a program of after-school tutoring and evening and summer school classes to help S. S. exhibited much improvement, and his success encouraged him to remain in school. He planned to become a policeman or fireman or to go on to a technical college.

Y. was a Korean student who enrolled in Project GOALS in 1990. His English skills were poor when he entered the program, but the staff recognized his high intelligence. He earned good grades during his first year, but his grades declined precipitously in the second year. He often cut classes. By the third year, he rarely attended school and was considering dropping out. The guidance counselor spoke to Y. and his family and found that his problems stemmed from an existential/religious crisis: he had considered becoming a priest but came to realize that he was an atheist. He was also under pressure to join a peer group at another school, Canarsie High School, and had cut classes to do so. After discussing these problems at length with project staff, the student began to improve his attendance and grades and was making plans to attend college.

STAFF DEVELOPMENT OUTCOMES

The project provided tuition assistance to program teachers and also offered many staff development workshops throughout the school year. These focused on E.S.L. and content area curriculum strategies and instruction, the writing of essays, computer-assisted writing, and LAB testing. An average of five staff members attended each workshop. The project also offered staff the opportunity to attend a bilingual education conference. The project did not propose any objectives for staff development.

PARENTAL INVOLVEMENT OUTCOMES

Project GOALS offered parents of participating students an orientation meeting, workshops, and the opportunity to attend field trips throughout the school year. The project also issued invitations to parent/teacher conferences. The project did not propose any objectives for parental involvement.

IV. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

ACHIEVEMENT OF OBJECTIVES

Project GOALS met its objectives for English language skills; English reading achievement; N.L.A.; the content areas of mathematics, social studies, and science; vocational education; and dropout prevention. It partially met its attendance objective.

Participating students in Project GOALS showed academic progress: 343 students were promoted to the next grade or graduated. The students showed gains in their English language skills as indicated by pre-/posttest increases in scores on the LAB and D.R.P. Participants also showed gains in N.L.A. and the content areas as indicated by their final course grades.

Project services not only benefited the students academically but also increased their awareness of the importance of education. At all three high schools, the dropout rates of project students were lower than those of mainstream students; at South Shore and James Madison High Schools, the difference in rates was appreciable. Attendance rates at these two sites were higher than those of mainstream students, and the attendance rate of project students at Edward R. Murrow High School was approaching that of mainstream students.

MOST AND LEAST EFFECTIVE COMPONENTS

E.S.L., N.L.A., and the content area components of Project GOALS were highly effective. Quantitative and qualitative data, and feedback from those administering

the program, attested to the strength shown in these areas.

The project director also singled out the guidance counseling component as highly effective. There were guidance counselors at all three project sites who served project students exclusively. The counselor:student ratio was far more favorable than for non-project students and allowed counselors to focus solely on, and be more sensitive to, the particular needs of LEP and at-risk students. The project director reported that this component will continue beyond the life of the project.

The business class piloted this year at South Shore High School was very effective. The project expected to refine it to include a career/college exploration component at the intermediate and advanced levels for the 1993-94 school year and has purchased instructional materials to implement this. The project director recommended its extension to the other two project sites.

RECOMMENDATION TO ENHANCE PROJECT EFFECTIVENESS

The conclusions, based on the findings of this evaluation, lead to the following recommendation:

- Continue successful efforts begun last year to improve attendance at Edward R. Murrow High School.

APPENDIX A

Instructional Materials

E.S.L.

Author	Publisher	Title	Date of Publication
Iantorno & Papa	Addison-Wesley	Turning Points	1989
Davidson & Blat	Newbury House	Write from the Start	1984
*	*	Computer Software--PFS Write- I.B.M.	*
S.E. Hinton	Dell	The Outsiders	1984
Theodore Taylor	Avon	The Cay	1982
I.B.M.	I.B.M.	Computer Software Wordstar	1988
Currents Series	*	Currents in Poetry & other 9th grade books	1984
Orange	McDougal, Littel	Reading Literature, 9th grade level	1986
Shakespeare	Macmillan	Romeo & Juliet	1976
Draper	Prentice-Hall	Great American Stories, 1 & 2	1986
McKay/Petit	Prentice-Hall	At the Door	1984

*Information not provided.

APPENDIX A

Instructional Materials, cont'd.

N.L.A. (Chinese)

Author	Publisher	Title	Date of Publication
*	*	Exploring World Culture	*
*	*	Exploring World History	*
*	*	World Studies (Chinese)	*
*	*	Advanced Chinese Language Readers, I,II, & III	*

N.L.A. (Russian)

Author	Publisher	Title	Date of Publication
various	*	Russian and Soviet Literature	*
various	*	Pages from Russian Fiction	*
Chekov	*	Humorous Stories	*
*	*	We Read and Speak about Russian Composers	*

*Information not provided.

APPENDIX A

Instructional Materials, cont'd.

N.L.A. (Spanish)

Author	Publisher	Title	Date of Publication
Jorge Luis Borges	*	Narraciones	*
Jorge Luis Borges	*	El libro de arena	*
Federico Garcia Lorca	*	Bodas de sangre	*
Federico Garcia Lorca	*	Yerma	*
Gabriel Garcia Marquez	*	Cien años de soledad	*
Gabriel Garcia Marquez	*	El amor en los tiempos de colera	*
Ana Maria Matute	*	Fiesta de Noroeste	*
Ana Maria Matute	*	El Tiempo	*
Miguel de Unamuno	*	Niebla	*
Miguel de Unamuno	*	Abel Sanchez	*

Mathematics

Author	Publisher	Title	Date of Publication
Dressler	Amsco	Algebra I	1987
Goozner	Amsco	Math Skills Workbook	1987
Gafney/Beevs	McGraw-Hill	Essential Math Skills	1979
Rasmussen	Key Curriculum	Key to Algebra Book I	1983
Bell/Gawronski	Scott, Foresman	Mastering Computer Skills	1982
Tobin, Grossman	Sadlier-Oxford	Math for Today	1985

*Information not provided.

APPENDIX A

Instructional Materials, cont'd.

Science

Author	Publisher	Title	Date of Publication
Charles Tanzer	Prentice-Hall	Biology & Human Progress	1986

Social Studies

Author	Publisher	Title	Date of Publication
*	Kendall-Hunt	National Issues Forum	1978
Mazour & Peoples	Harcourt-Brace Jovanovich	Men and Nations	1975

*Information not provided.

APPENDIX B

Class Schedules

9th Grade

Days	Period	Subject
M-F	1	E.S.L. (intermediate)
M-F	2	Global Studies (E.S.L.)
M-F	3	E.S.L. (intermediate)
M-F	4	Physical Education
M-F	5	Remedial Mathematics
L U N C H		
M-F	7	Physical Science 2 (E.S.L.)
M-F	8	Pre-sequential Mathematics 2

10th Grade

Days	Period	Subject
M-F	1	Art Port 1
M-F	2	Sequential Mathematics 2
M-F	3	Tennis
M-F	4	Biology 2 (Bilingual)
L U N C H		
M-F	6	Global Studies 4 (E.S.L.)
M-F	7	E.S.L. (intermediate)
M-F	8	E.S.L. (intermediate)

APPENDIX B

Class Schedules, cont'd.

11th Grade

Days	Period	Subject
M-F	1	Advanced Placement Calculus
F	2	Advanced Placement Calculus
M-F	3	Biology 1
M-F	4	U.S. History 2
M-F	5	E.S.L. (advanced)
M-F	6	Biology 1 Lab
L U N C H		
M-F	7	E.S.L. (advanced)
M-F	8	Tennis

12th Grade

Days	Period	Subject
M-F	1	Sequential Mathematics 3
M-F	2	Physical Education
M-F	3	E.S.L. (transitional)
M-F	4	Health Education
M-F	5	Plant Care 2
M-F	6	Keyboarding 2
M-F	7	English 4